

On the Green

A publication for Gallaudet University staff and faculty

September 19, 1996 Vol. 26, No. 23



President Jordan discusses strategic objectives for the University with campus representatives

The future of Gallaudet: Where are we going? How will we get there?

By Mercy Coogan

(Editor's note: This is the first article in an on-going series.)

Imagine Gallaudet in 2005. Certainly it will be different, but how different? Will its reputation be stronger than ever? Will it have a superabundance of bright applicants clamoring to gain admission? Will it be on a truly solid, more independent financial footing? Will it be the uncontested leader in the field of deaf education? Will it?

It depends. The look and feel of Gallaudet in the year 2005 depends to a great extent upon what the University does for itself between now and then.

Last week President I. King Jordan convened a meeting of campus representatives to explain how Gallaudet will make its way into the next century. The president restated Gallaudet's three strategic objectives, offshoots of the Vision Statement, which together represent where the University intends to be in the year 2005 and beyond.

Gallaudet's strategic objectives declare that the University will:

- Make certain that students are challenged to achieve their academic goals and attain productive employment;
- Set a national standard for best practices in education for deaf and hard of hearing people; and
- Establish a sustainable resource base

Of course, it is one thing to know where you are headed; quite another to know how to get there. Fortunately, Gallaudet has a good "map," which is actually a process that will help it draw ever closer to its destination. President Jordan has set up three working groups, one for each strategic objective, comprised of faculty, staff, and students. (See box with names of those in each group.) He has instructed each group to

review his draft of the University's strategic objectives and strategic planning process, which were developed to help the University assess and measure the effectiveness of everything it does—from operating

continued on page 4

Strategic Objectives Working Groups

The Strategic Objectives Working Groups are listed below. The campus community will become involved in and learn more about the Strategic Planning Process as the groups' work progresses.

Group I:

Angela Brown-Greer, undergraduate student; Joe Fritsch, Student Services; Rosa Mann, Admissions; Angela McCaskill, PCNMP staff; Jane Norman, TV, Photography, and Educational Technology; Dr. Dianne O'Connor, English; Jim Perry, PCNMP teacher/researcher; Len Roberson, graduate student; Dr. Steven Weiner, School of Undergraduate Studies

Group II:

Dennis Berrigan, PCNMP staff; Dr. Jim Fernandes, University Outreach; Dr. Cindy King, Educational Foundations and Research; Jane Kuzoian, PCNMP teacher/researcher; Jean-Pierre Mbei, graduate student; Mary Anne Pugin, Alumni Relations

Group III:

Dr. David Armstrong, Budget Office; Dwight Benedict, Campus Life; Eric Bradshaw, Office of the VPPCNMP; Catherine Dehoney, Development Office; Judy Giannotti, PCNMP teacher/researcher; Dr. Fat Lam, Mathematics and Computer Science; Debbie Lipkey, Office of the VPAA; Dr. William Marshall, Administration and Supervision; Dr. William McCrone, School of Education and Human Services

Gallaudet ranked second as 'best value'

By Mike Kaika

Gallaudet University has been ranked second by *U.S. News & World Report* for regional colleges and universities that offer quality education at a relatively reasonable cost.

The best value rankings appear in a special section on financing college in the September 23 issue of the magazine, which reached newsstands on September 16.

The *U.S. News* best value rankings were devised to provide a realistic measure of where students can get the best education for their money. The rankings relate the cost of attending an institution to its quality. Trenton State College was ranked

Number One, followed by Gallaudet.

Since the best values are, by definition, found most often among better schools, only those in the top tiers of quality rankings were evaluated. In the categories of national universities and national liberal arts colleges, only the top 50 percent were ranked; for regional colleges and universities, the top 25 percent were ranked.

"I am pleased with our ranking," said Gallaudet President I. King Jordan. "Gallaudet has always taken pride in offering the best education for deaf and hard of hearing students at a cost which does not sacrifice the quality of our programs, services, and curriculum."

EARTHVENTURE's popularity spreads

EARTHVENTURE, a dynamic visual display of art work with an environmental theme created by students at KDES and the Deric School, a Brazilian school for deaf students, has been enjoyed by audiences at Kendall Gallery since its opening in May 1995.

Now, a broader audience in the Washington, D.C., area has the opportunity to experience the artistic and educational merits of the exhibit.

On August 15, approximately one-third of the 300 original works of art were moved from Kendall Gallery to the Martin Luther King Jr. Memorial Library in the Northwest section of the city. The exhibit will be on display at the library until October 29.

Bringing the exhibit to a wider segment of art lovers and environmentalists is an act of generosity by the Chesapeake Chapter of the Society, Inc., and by John Szoke, a fine arts publisher and owner of John Szoke Graphics of New York City, N.Y., and a member of Gallaudet's Board of Associates.

The Society, an organization of professional women who promote the arts for young people, has nine chapters nationwide. The Society's members also serve as role models and mentors for talented young people, supporting them and enhancing their appreciation for and knowledge of artistic expression.

According to Neda Hawkins, president of the Chesapeake Chapter of the Society, Inc., members of the society discovered EARTHVENTURE last April when they were preparing for "Art Showcase: The Exceptionally Challenged Youth," which was presented in Ely Auditorium April 13. The showcase, which featured performing and visual arts by MSSD and KDES students, was sponsored by the society.

Hawkins said that a friend, Bettie Waddy-Smith, a speech pathologist for Pre-College National Mission Programs, told her about the EARTHVENTURE exhibit and took Hawkins and other members of the society to the gallery to see it.

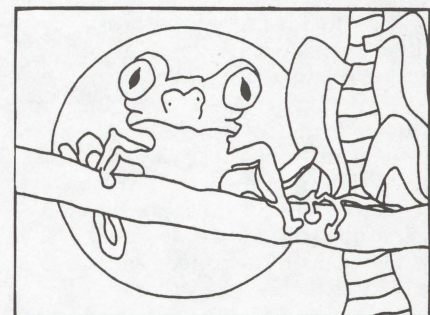
"We were overwhelmed with the paintings, especially considering the age of the students," said Hawkins. "We immediately felt that [the artwork] should be shared with others."

Hawkins then borrowed some of the paintings and took them to the Martin Luther King Jr. Memorial Library to see if its administrators would be interested in exhibiting the artwork. Hawkins said she chose the library because it is a central hub for all of the city's library branches. Also, the library is featuring many special exhibits this year as part of its centennial celebration. "They were fascinated by [the art]," said Hawkins, and agreed to display it for the library's many patrons.

The society is hosting a formal, by-invitation-only, grand opening for the exhibit on Oct. 3. Hawkins said that many noted civic, business, and political leaders are expected to attend the gala. "It has grown into a big thing; everybody is excited," she said.

It is possible that the Chesapeake Chapter of the Society will sponsor EARTHVENTURE at other venues.

continued on page 2



EARTHVENTURE

NCBI's Gallaudet chapter sets workshops

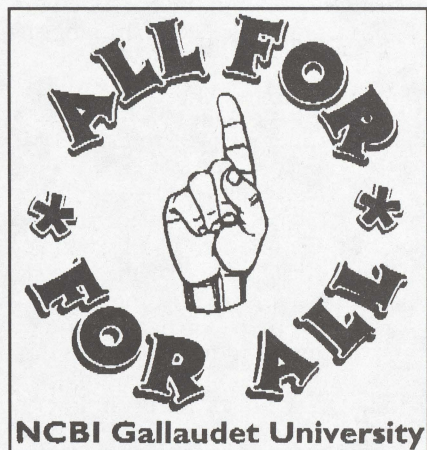
By Andrea Shettle

The National Coalition Building Institute (NCBI) is an international, nonprofit organization based in Washington, D.C., that is committed to overcoming prejudice and oppression of all kinds. NCBI grassroots leaders are recruited from all sectors of local communities. These leaders then work together in schools and local communities to reduce prejudice, or intervene during a crisis to help a group resolve internal conflicts.

For some participants in NCBI workshops, the lesson they take with them at the end of the day might be that aggressive confrontation isn't necessarily the best way to counter an oppressive remark, but walking away solves nothing either.

For others, an NCBI workshop may make them realize for the first time just how much they have in common with people they thought were very different from themselves.

Members of the Gallaudet community have been participating in NCBI community-building workshops for the past two years, since about 60 Gallaudet staff, faculty, and students were first trained as NCBI leaders at a train-the-trainer workshop in March 1994. About a dozen of the participants have remained active in leading NCBI workshops. The day-long NCBI experiential workshop shows participants how to identify the misinformation they carry about themselves and others, and how to reclaim the power to challenge all forms of discrimination.



Gallaudet's NCBI chapter is gearing up to offer even more workshops this year—and another train-the-trainer workshop on October 30, 31, and November 1—to produce a larger pool of NCBI leaders. The campus chapter is also introducing a new logo using NCBI's motto, "All for one, one for all," that will appear on flyers and posters publicizing this year's NCBI community building workshops.

"NCBI is important because it allows people to focus on issues that we all think about but seldom have time to address," said KP Perkins, coordinator of Multicultural Student Programs, which coordinates the University's Chapter of NCBI. "The thing I like most about NCBI is that our workshops address sensitive issues in a supportive, non-threatening environment and people not only learn, but they have fun doing it."

"Diversity is part of all of our lives, yet it's often something people feel uncomfortable with," added Perkins. "This is important work, and it does make a difference."

Openings in NCBI workshops at Gallaudet are available on the following dates:

Sept. 21, Ely Center; Oct. 2, "Ole Jim"; Oct. 20, Ely Center; Nov. 7, "Ole Jim"; Jan. 15, "Ole Jim"; Feb. 22, Ely Center; March 9, Ely Center; March 20, "Ole Jim"; April 12, Ely Center; April 16, "Ole Jim." (Note: all sessions at Ely Center will be held in the Multipurpose Room from 10:30 a.m. to 5 p.m.; all sessions at "Ole Jim," will be held from 9:30 a.m. to 4 p.m.)

Pre-registration for workshops is required at least three days before the session you wish to attend. Register by e-mail with Andrea Shettle at ALSHETTLE. In addition to NCBI's community building workshops, Gallaudet's NCBI chapter also offers a two-hour controversial issues program. To arrange either workshop for your individual department or group, contact Perkins at KPPERKINS or x5465. Also contact Perkins to express interest in participating in this fall's train-the-trainer workshop to become an NCBI leader.



President I. King Jordan receives the inaugural Larry G. Stewart Award from Dr. Neil Reynolds, chair of Gallaudet's Psychology Department.

Dr. Jordan receives Larry G. Stewart Award

By Dr. Neil Reynolds

The American Psychological Association's (APA) inaugural Larry G. Stewart Award, recognizing "outstanding contributions to research, theory, or practice related to psychology as it pertains to people who are deaf or hard of hearing," has been presented to Gallaudet President I. King Jordan.

The award was established by the Special Interest Section on Deafness (SISD) of Division 22 (Rehabilitation Psychology) of the APA to honor the memory of Dr. Stewart, a distinguished psychologist, a charter member of SISD, and a faculty member in the Psychology

Department at Gallaudet at the time of his death in 1992.

Dr. Jordan was chosen by a selection committee to receive the Stewart award based on a nomination that cited his many contributions in the area of psychology and education related to deafness.

Jordan, who received his Ph.D. in psychology from the University of Tennessee, became a faculty member in Gallaudet's Psychology Department in 1973. He was named chair of the department in 1983 and held the post until 1986 when he was appointed dean of the College of Arts and Sciences—the position he held until he was appointed president of the University in 1988.

Jordan was officially named the recipient of the inaugural award at a Division 22 ceremony at the annual convention of the APA, held in Toronto, Canada, on August 22. Because he was unable to attend the convention due to a long-standing commitment, Dr. Neil Reynolds, chair of the University's Psychology Department, presented the award to him on campus August 27.

The Larry Stewart Award will be presented biennially at APA conventions.

Requests accepted for small grants

The Gallaudet Research Institute is pleased to announce the GRI Small Research Grants Program for the 1996-97 year. This year, \$50,000 is available to promote research in the Gallaudet community.

The purposes of the program are to encourage and support research projects done by faculty, staff, and students. Faculty and staff may receive up to \$5,000 for specific research projects. Dissertation studies and student-initiated research are eligible for grants of up to \$2,000. The typical grant will range from \$1,500 to \$3,000.

A committee of faculty and staff will review the funding requests and make recommendations to the GRI director for final approval. Requests covering a wide range of research topics and methodologies are considered. These funds are not intended for professional development, publication costs, or the typing of dissertations and cannot be used to supplement faculty salaries.

This year the GRI is encouraging research by people who are new to the research endeavor. GRI is now offering modest support in research design; contact Dr. Charles Reilly (CBREILLY) for details.

There are two opportunities to apply for a Small Research Grant during this academic year:

- Requests for fall 1996 funding, which should be submitted by October 21;

- Spring 1997 requests for proposals, which will be announced pending availability of funds.

EARTHVENTURE exhibit at D.C. library

continued from page 1

"Since the paintings are so outstanding, it is under discussion that the art be displayed in other places," said Hawkins.

EARTHVENTURE is also getting widespread exposure on the World Wide Web. Last year, Ken Kurlychek, materials evaluator, Philip Mackall, applications programmer I, and Philip Bogdan, art teacher/researcher, all of Pre-College National Mission Programs, worked with students to put the entire exhibit on the Web.

The Web pages attracted viewers from all over the world who praised the skill and environmental sensitivity of the young artists. The artwork also impressed Studio Earth Alliance, Inc., a California television company. The company produces "Planet One," a new, action-adventure, globally-aware TV series for children ages 6 to 12.

Planet One, which can be seen on Public Broadcast Service stations, plans to produce a music video of a slide presentation of the

entire EARTHVENTURE show and to rebroadcast the grand opening at the KDES Gallery that was taped when the Derdic students were here.

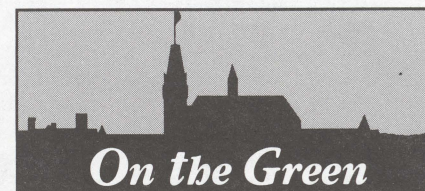
Children's dance classes scheduled

Dance and gymnastics classes for deaf, hard of hearing, and hearing children ages 4 to 13 are being offered by the National Deaf Dance Academy beginning September 28.

The eight-week classes will take place at Gallaudet on Saturday mornings. Classes that will be offered are ballet, jazz/hip-hop, tap, gymnastics, acrobatics, and "Dancin' with Disney" for tots.

Dance classes cost \$5 per class or \$40 for eight weeks; gymnastics classes cost \$6 per class or \$48 for eight weeks.

For more information or to register, call Sue Gill-Doleac, director, x5591, or e-mail SKGILL.



On the Green

Published biweekly for the staff and faculty of Gallaudet University by the Office of Public Relations.

Editor
Todd Byrd

Photography
Chun Louie

Typesetting
Thomas Corcoran



Gallaudet University is an equal opportunity employer/educational institution and does not discriminate on the basis of race, color, sex, national origin, religion, age, hearing status, disability, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis.



New students get acquainted at the NSO welcome reception hosted by President I. King Jordan and Linda Jordan on the grounds of House One.

NSO paves way for bright future at Gallaudet

By Norma Buemi

When Gallaudet's new undergraduate students stepped into the Field House to register on August 15, they were greeted with a banner displaying this year's Orientation Program's theme: "JUST IMAGINE!!!" The next two weeks of New Student Orientation reinforced these words—the Class of 2000 has a lot of opportunities to look forward to during their years at Gallaudet.

On the new students' first day, representatives from various offices—Admissions, Student Health Service, Business Services, and Campus Life, helped them become acquainted with campus services. Also, for the first time, a mini sign evaluation, conducted by the Center for ASL Literacy, was administered. The evaluation helped determine the signing skills of each student so that academic advisors could match them up with faculty members of similar sign skills to make their first year go smoothly.

Later in the day, a welcome ceremony, held at the Gallaudet University Kellogg Conference Center, was given for the new students and their families. Featured speakers were President I. King Jordan, Vice-president for Academic Affairs Roslyn Rosen, Director of Admissions Deborah DeStefano, and Faculty Senate President and chemistry professor Dr. Michael Moore.

The welcome ceremony was followed by a reception at House One hosted by Dr. Jordan and Linda Jordan.

That evening, while the new students were meeting with their orientation group leaders, family orientation got underway at the GUKCC auditorium. Several workshops focusing on campus life issues—housing, health, safety and security, for example—were attended by 130 family members.

The next day, families learned more about the academic aspect of college life. Presentations were made on campus advising and the First Year Seminar and a panel of students shared their experiences at Gallaudet, especially those relating to their first year.

During NSO, students took placement tests in mathematics and English and attended a variety of workshops on services and programs offered by the University. Some of the workshops included a diversity awareness workshop sponsored by Gallaudet's chapter of the National Coalition Building Institute, a health

awareness workshop called "Sex in the 90's" hosted by the Peer Health Advocates, and training in using the campus VAX.

The students also participated in a collaborative project with Admissions and the Gallaudet Research Institute (GRI). The project involved the new ninth edition of the Stanford Achievement Test, in which they took one of three tests in reading comprehension, mathematics problem solving, or mathematics procedures. Their scores will be confidential and will be used by GRI to recommend acceptable scores for new entering students next year.

First Year Seminar (FYS) faculty met with the students in an activity designed to identify where they felt they fit in at Gallaudet. The students were grouped according to how they responded and discussed the reasons for their feelings. They also filled out the American College Testing survey that measures attitudes about college. As a result of these successful activities, 73 percent of the new students enrolled in FYS.

Another successful addition to the Orientation Program this year was the Faculty/Student Luncheons, in which new students had the opportunity to meet and interact with Gallaudet faculty. Seventy-one faculty members volunteered to greet and welcome three to four new students to the campus. The idea behind the luncheons was to allow students to meet with faculty members and discuss their majors and other interests and how they could use services on campus.

Another new aspect to NSO this year was a pilot program sponsored by Orientation Programs and Campus Life. Sixteen of the 25 NSO group leaders are also resident assistants assigned to freshman dorms. This concept supports the idea that retention will occur in greater numbers if new students can seek out familiar faces when they need someone to talk with.

Students also had fun. They attended the annual Bison Carnival, "Gallywood Squares"—the University's version of the "Hollywood Squares" TV game show—and a "JUST IMAGINE!!!" Party sponsored by The Orientation Team and group leaders. The festivities ended with a cookout and splash party on the patio outside of the Hughes Gym pool hosted by the Student Body Government.

Personnel Notes

The University extends a hearty "Welcome" and "Congratulations" to new staff and faculty hired during the summer of 1996 and to staff who received promotions.

New Staff

Nurys Adams, custodian, Custodial Services; **Dalit Avnon**, auditing intern, Internal Auditing; **Stevie Canady**, driver, Transportation Services; **Regina Church**, speech-language pathologist, Audiology/Speech Language Pathology; **Peggy Crowe**, secretary III, Continuing Education; **Jerri Lynn Dorminy**, coordinator of residence education, Campus Life; **Anna Hammarskjold**, research technician, Gallaudet Research Institute; **Raychelle Harris**, sign language trainer, Continuing Education; **Elizabeth Kipila**, administrative secretary II, Audiology/Speech Language Pathology; **Betty Lee**, administrative secretary I, Office of the Vice President for Academic Affairs; **Jenny Lin**, admissions counselor/recruiter, Admissions; **Dierdre McGlynn**, technology project development specialist, Academic Technology; **Barbara Proctor**, secretary, Enrollment Services; **Rita Ribera**, admissions counselor/recruiter, Admissions; **Greg Ritter**, technology program development specialist, Academic Technology; **Oliver Robinson**, maintenance engineer, Television, Photography, and Educational Technology; **Donita Shelton**, secretary III, Academic Technology;

Brad Smith, security trainee, Safety and Security; **Davone Thompson**, groundskeeper trainee, Grounds Services; **Jeffrey Whitaker**, audio visual assistant, Library

New Faculty

Kathleen Arnos, Biology; **Elizabeth Aviles**, Social Work; **H. Dirksen Bauman**, English; **Lorie Cross-Jones**, English; **Michael Elsner**, Sociology; **Tonya Johnson**, English; **Elizabeth Lockwood**, English; **Susan Mather**, Linguistics and Interpreting; **Deborah Maxwell**, Psychology; **Carolyn McCaskill-Emerson**, Deaf Studies; **Melanie Metzger**, Linguistics and Interpreting; **John Mika**, Math and Computer Sciences; **Robert Rich**, English; **Charlene Sorensen**, Chemistry; **Patricia Spencer**, Social Work; **Diane Morton**, Department of Counseling

Promotions

Thomas Esterley, inventory control technician, Bookstore; **David Frank**, coordinator of University conference management, College for Continuing Education; **Sharon Hauptman**, administrative assistant, Office of the Vice President for Academic Affairs; **Jill Hendricks**, production editor, Gallaudet Press; **Lisa Holden-Pitt**, research scientist II, Assessment and Demographic Studies; **Rita Jenoure**, faculty personnel specialist, Office of the Vice President for Academic Affairs; **Nancy Pollock**, director, Academic Advising/Career Cluster

Program previews University life

By Roz Prickett

"Who am I?" Each of us, at one time or another, has asked that very question, but none more so than the young adult on the verge of making decisions about college and career. In response, four years ago, Gallaudet launched College Bound, an annual summer program for deaf and hard of hearing high school seniors who want to get a better understanding of themselves and what to expect of life at the University.

For one week this summer, 16 students from across the country and from diverse communication and educational backgrounds converged on Kendall Green to live and learn together. Maria Waters and Laura Helms, the coordinator and assistant coordinator of College Bound, and their staff packed the schedule so tightly with learning and entertainment activities that the students were constantly busy.

For example, mornings were devoted almost entirely to "Discovery" team-building exercises, in which students learned about working together, trust and respect, while also learning more about their own personal strengths and weaknesses. They, in turn, analyzed this information in terms of college and career choices. Afternoons were spent in tours of various campus offices that provide student support services. Included was the Career Center where, with the help of the Center's staff, the students discussed various career options and their own learning styles.

As in any true college experience, some of the learning happened outside the scheduled activities and classes. "In the evenings, the College Bound students had a fabulous opportunity to interact with other undergraduate and graduate students who were on campus taking summer school courses," said Waters. "The graduate students they met were especially able to help them with focus and direction and were able to tell the College Bound students what college has done for them."

Also squeezed into the schedule were visits to local tourist attractions—the U.S. Capitol Building, the Smithsonian, the Old Post Office Pavilion, and Union Station. "These students were amazed by Gallaudet's close proximity to museums and historical sites and, for many, that was a major selling point," said Waters.

More than 50 faculty and staff helped to make the week a success, including President I. King Jordan and Linda Jordan who greeted the students at a welcoming reception. Some of the others they were able to meet over the remaining week were Vice President for Academic Affairs Roslyn Rosen; School of Undergraduate Studies Dean Steven Weiner, whose unit oversees the College Bound program; and Special Assistant to the President for Advocacy Jack Gannon, who gave a presentation entitled "History and Legends of Gallaudet University."

At the end of the week, students were able to take the University's English and mathematics admissions tests and have the fees waived. Some of the students, on their evaluation forms, indicated that their week on campus convinced them to want to apply to be undergraduates next fall. Some can't even wait that long to return and have made plans for a reunion at Homecoming in October.

SIB, S★OAR enhance teachers' skills

Science teachers of high school students often find themselves lacking opportunities to keep abreast of new teaching methods in the ever-evolving field of science.

Without access to the latest advances in creative teaching, students can fall behind in their knowledge of the foundations of biology, chemistry, and physics, often leaving them ill-prepared for university-level courses and lacking information about the career opportunities open to them in science fields.

But this situation is changing for teachers of deaf students thanks to two innovative programs designed and initiated at Gallaudet—the Summer Institute in Biology, now in its third year, and a new program, Project S★OAR (Science ★ Observing and Reporting). Both are designed to enhance the teaching skills of science teachers of deaf students.

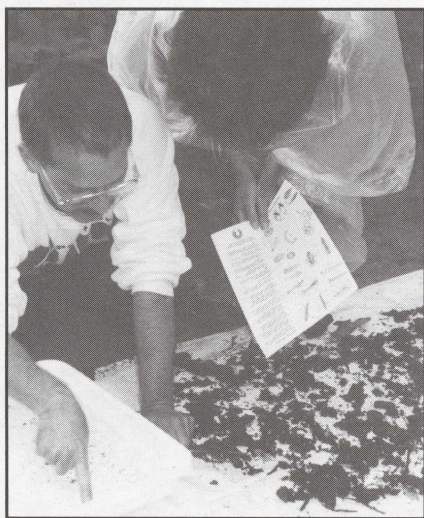
Summer Institute in Biology

This summer marked the third year of the four-year SIB, a program sponsored by the National Science Foundation and conducted by the Biology Department at Gallaudet to improve biology skills of teachers of deaf middle school and high school students.

From July 1 to August 2, 22 teachers expanded their knowledge in the areas of human genetics, physiology, and environmental science, and earned six hours of graduate credit by taking part in laboratory research, working at field sites, and attending lectures presented by professionals from on and off campus.

The teachers' first two days served as an introduction to the program. Their activities included taking tests to gauge their knowledge of the subjects they would be studying and attending a lecture in critical thinking skills presented by Dr. David Martin, a professor in the Department of Education. They also took part in VAX, e-mail, and World Wide Web demonstrations and training led by Susan King, senior data analyst in the Graduate School and Research, and Mary Ellsworth, a science teacher/researcher for Pre-College National Mission Programs. The training was useful because the teachers used the Internet and the World Wide Web extensively this year.

From July 3 to 10, the teachers studied physiology under the leadership of biology professor Dr. Charles Leonard and Del Wynne, a science teacher/researcher for Pre-College National Mission Programs. The course involved lectures and laboratory research in cell anatomy and membrane transport, and the respiratory, digestive, and cardiovascular systems.



Teachers in the SIB program identify organisms from a fresh water stream at the Leetown, W. Va., Science Center.

Each day the teachers shared ways to demonstrate the principles of what they had learned in a laboratory setting as well as how to apply the principles to real life and clinical situations.

Human genetics and biotechnology was the next phase of the program. Under the guidance of Dr. Kathleen Arnos, currently a professor in the Biology Department and SIB project director, Joyce Doblmeier, a science teacher/researcher for Pre-College National Mission Programs, and Wynne, the teachers studied topics such as modes of inheritance, pedigree construction, genetic screening and counseling, DNA and RNA structure and function, and molecular genetics research.

The environmental studies section, led by Audrey Grissom, a biology teacher and SIB project coordinator, was the final phase of the program. During the week the teachers took part in a number of field studies sponsored by the U.S. Fish and Wildlife Service, the National Biological Service, and the Smithsonian Environmental Research Center (SERC).

At SERC, just off the Chesapeake Bay, the teachers discussed environmental research and programs relating to the bay. They collected fish and blue crabs aboard a research vessel, tested water chemistry, and toured sites where watershed monitoring and forest canopy research were being conducted. At West Virginia's Leetown Science Center, they studied stream side habitats, the physical features of streams, and took part in fish identification. And at Maryland's Patuxent Wildlife Research Center they learned about refuge management and endangered species.

"We really had a good group this year; they were very serious learners," said Grissom, pointing out that four of the teachers stayed on for another week to participate in the S★OAR training. "High school and middle school teachers tend to work in isolation and have little chance to interact with other teachers," Grissom pointed out. "SIB gave them valuable time not only to learn new information but to talk 'teacher talk,' which they enjoyed."

For additional information on SIB, check the Web at <http://www.gallaudet.edu/~bioweb/sibintro.html>.

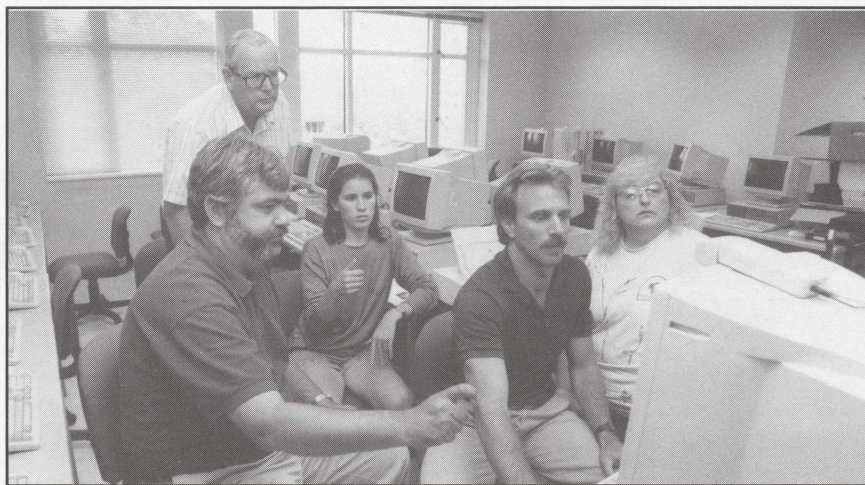
Project S★OAR

S★OAR, the brainchild of physics professor Dr. David Snyder, will allow teachers at up to 15 schools for deaf high school students across the nation the use of sophisticated equipment to network with each other and take distance education courses originating from Gallaudet.

The teachers' ability to stay in contact with each other via the Internet and picturephones "will stimulate a science community where teachers from the participating schools can resolve questions, share successes and failures, and encourage creativity," said Snyder.

Teachers at 13 schools are participating in Project S★OAR to date. The majority of the teachers are from residential schools for deaf students. Gallaudet's Pre-College National Mission Programs was represented by Mary Ellsworth.

Funding for S★OAR is possible through a \$200,000 grant from the W.M. Keck Foundation of Los Angeles, Calif., and a \$100,000 grant from The Coca Cola Foundation of Atlanta, Ga. The grant monies will be used over a two-year period to purchase equipment, provide training sessions on how to use the equipment, and cover the costs of six semesters of graduate-level science courses that will earn the participants



Teachers in the Project S★OAR summer training practice using the videoconferencing system by communicating with another group of teachers in an HMB lab.

a total of eight credit hours.

Each school will receive a personal computer with a built-in videoconferencing (picturephone) system and an adaptable document camera to transmit text, equipment visuals, and classroom demonstrations. An Integrated-Services Digital Network telephone link will serve the program at all of the schools.

This fall, the equipment will be sent by the manufacturers to Gallaudet, where the components will be assembled, tested, and then sent to the schools. Under the terms of the S★OAR grant, the equipment will be on loan to the schools for an indefinite period of time.

For the remainder of the fall semester, the teachers will take part in various exercises to become more proficient with the equipment. In the spring 1997 semester they will take the first distance education course, "The Chemistry of Air and Water Pollution," led by Gallaudet chemistry professors Dr. Michael Moore and Dr. Walter Trafton. Another chemistry-related course will follow in the spring of 1998. In the fall of 1997 and 1998, the teachers will take distance education courses in biology.

The first training workshop, entitled "Doing Science in Community," was taught by Snyder, who serves as project director, and Ellsworth at Gallaudet August 4-10. Another one-week training session will be held next summer. The workshop allowed the teachers to get acquainted with the equipment and learn how to apply the networking technology to science education.

When they arrived for the training,

University sets strategic objectives

continued from page 1

the dormitories, to processing tuition payments, to teaching students. Everything. The idea is to identify and replicate educational and administrative practices that enable us to achieve our main objectives and fix or eliminate those that do not. The process will also indicate additional efforts the University must make in order to inch closer to its goals.

Unlike VIP and other efforts past and present that last from several months to a few years, this newly launched process is "practically eternal" because it requires the University to continuously evaluate and improve itself.

Gallaudet cannot be a passenger on its journey into the future. It must be the driver. Planning like this, though exhausting and exacting, will guarantee that the University will stay true to its course.

Next issue: "Continuous Improvement, Gallaudet Style"

the teachers "were a bit overwhelmed with the technology at first," said Snyder. At the same time, he added, the teachers "were really excited by the prospects of what this could do for their teaching plans. They thought it was great. And they told me that their students would be thrilled by having the equipment in their classroom." Snyder feels that the presence of the new hardware and software will stimulate the imaginations of the students. "I think the students will push the teachers when they see the capabilities of the equipment. They will want to explore and learn more and the teachers will respond to their enthusiasm."

A central focus to the training is the use of the World Wide Web because it is a low-cost, easily accessible means of obtaining information quickly. "The Web is a window between the schools and the world of professional science," said Snyder. Therefore, Ellsworth had the teachers make themselves familiar with the Web as soon as possible. After two days of training, the teachers were divided into teams of three or four and assigned to do a report on the Web. The report topic—how carbon dioxide concentrations may be linked to the Greenhouse effect—had the teams scrambling for research data from the National Oceanographic and Atmospheric Administration's Web site.

"The teachers were happy to be thrown into a situation where there was hands-on training instead of just being lectured to," said Snyder. After only a day- and one-half, each team made a successful presentation, posting the entire report, with home page and graphics, on the Web.

The week's training was sufficient for the students to go away confident that they know basic technological procedures and that they can operate the new equipment. "All of the teachers were very positive about the training," said Snyder. "I expect that they will welcome the change. They won't feel so alone anymore, but will become more of a community."

More information about Project S★OAR can be found on the Web at <http://www.gallaudet.edu/~tsapsoar>.

Classified Ads

FOR RENT: House to share near University of Maryland, prefer gay/lesbian applicant, transportation, \$400/mo. inc. util, nego. Call Francis, (301) 441-1581 (V) eves, or (202) 879-1656 (TTY) days.

FREE: TV decoder in good cond. Call Francis Burton for details, (202) 879-1656 (TTY), or (202) 879-1492 (V).

FOR RENT: Master BR with BA in Laurel, Md., home, \$400/mo. Call Leslie, (410) 290-0370, days, (301) 498-0949 eves, or e-mail LROMAK@CLARKNET.

FOR RENT: Apt. within walking distance to campus, sep. ent., secure, reasonable rent. Call (301) 774-9719.

WANTED: Roommate for townhouse in Germantown. Call (301) 515-8387 (TTY).